

Book E Writing Rubric: Literary Analysis

Name _____ Date _____

Grade _____ Teacher _____

		Criteria				Value	Teacher Comments
		4	3	2	1		
Ideas and Content	States thesis clearly. Develops main ideas fully with examples and explanations. Direct quotations from text support ideas. No irrelevant information.	States thesis clearly. Develops main ideas with some examples and explanations. Direct quotations from text support ideas. Limited amount of irrelevant information.	Does not state thesis clearly and/or minimal development of main ideas. No direct quotations to support ideas. Too repetitious or too much irrelevant information.	Does not address the prompt OR does not develop a thesis. Elaboration lacking or unrelated to a thesis.			
Organization	Introduction contains thesis statement and cites title, author of work. Ideas logically sequenced. Transitions link ideas. Conclusion ties essay together and offers some evaluation of the work.	Introduction contains thesis statement and cites title, author of work. Ideas mostly logically sequenced. Some transitions link ideas. Conclusion ties essay together but may not offer evaluation of the work.	Introduction may not have clear thesis. Ideas not logically sequenced. Transitions between paragraphs missing. Conclusion may be missing or formulaic with no evaluation of the work.	Text has no evident structure. Lack of organization seriously interferes with meaning.			
Voice and Audience Awareness	Strong sense of person and purpose behind the words. Brings topic to life.	Some sense of person and purpose behind the words. Sense of commitment to topic. Text may be too casual for purpose.	Little sense of person and purpose behind the words. Very little engagement with the reader. Text may be too casual for purpose.	No sense of person or purpose behind the words. No sense of audience.			
Word Choice	Words are specific, accurate, and vivid. Word choice enhances meaning and reader's enjoyment.	Words are correctly used but may be somewhat general and unspecific.	Word choice limited. Words may be used inaccurately or repetitively.	Word choice extremely limited. Restricted vocabulary impedes the message.			
Sentence Fluency	Writes complete sentences and varies sentence patterns and beginnings.	Writes complete sentences. Limited variety of sentence patterns. Limited number of awkwardly constructed sentences.	Writes mostly simple or awkwardly constructed sentences. May include some fragments and run-ons.	Numerous run-ons and/or sentence fragments interfere with meaning.			
Conventions	<i>Capitalization & Punctuation</i>	<i>Capitalization & Punctuation</i>	<i>Capitalization & Punctuation</i>	<i>Capitalization & Punctuation</i>			
	No errors. Indents paragraphs.	1 error. Indents paragraphs.	2 errors. Indents paragraphs.	3+ errors. May not indent paragraphs.			
	<i>Grammar/Usage</i>	<i>Grammar/Usage</i>	<i>Grammar/Usage</i>	<i>Grammar/Usage</i>			
	No errors	1 error	2 errors	3+ errors			
	<i>Spelling</i> No errors	<i>Spelling</i> 1 error	<i>Spelling</i> 2 errors	<i>Spelling</i> 3+ errors			